



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Hwy 264, Ganado, AZ 86505

Ganado Unified School District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status ^(b)

2005-06	SI Year 2
2004-05	SI Year 2
2003-04	Year 1

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Emily K Arviso
 Schedule : 07:15 AM to 04:30 PM
 Grades : 9-12
 Web Address : www.ganado.k12.az.us
 Phone Number : (928) 755-1402
 Fax Number : (928) 755-1401
 E-mail : emily.arviso@ganado.k12.az.us

Mission

The Mission of Ganado Unified School District is to Provide all students a Quality Education and Strengthen Dine' Cultural Values for Life Long Learning.
 The Vision of Ganado Unified School District is to be a Professional Community of Learners that Exceed Expectations for Student Centered Learning.

School / Academic Goals

- ü Ganado High School will improve AIMS test scores in the core subject areas and increase the number of 12th grade students currently slated to graduate in 2007 by utilizing bell to bell instruction and continuing the 90 minute block scheduling.
- ü Academic achievement will increase at Ganado High School by providing professional development to teaching staff in the areas of curriculum alignment, differentiated instruction and six traits writing.
- ü Ganado High School will improve academic achievement by teaching to the Arizona State Standards and by utilizing the curriculum framework as a guide to planning, teaching and assessing student work.
- ü Ganado High School will improve academic performance as determined by AIMS and Terra Nova assesments by implementing an effective tutoring program and frequent progress monitoring.

Enrollment

October 1, 2005 School Year Student Enrollment : 776
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 103

Instructional Programs

- ü AIMS Focus in Academics for All Students
- ü Career Technical Education
- ü Fine Arts Programs
- ü Navajo Studies and Language
- ü Accelerated Reading Program
- ü Accelerated Math Program
- ü Ninth Grade Remedial Reading

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/2/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

Along with supporting Dine' Cultural values the faculty and staff is committed to providing an educational environment conducive to the intellectual, emotional and physical growth of its students.

Parents

It is the parents responsibility to participate in their children's education by meeting with teachers, attending academic, CTE and extracurricular functions, supporting learning at home, and by receiving information from the school, governmental agencies, and social services. Parents are also encouraged to help support the regulations necessary in providing their child(en) with the best education possible

Transportation Policy

Transportation is provided at the district level. It includes busing for about 1,000 square miles on designated paved and maintained dirt roads as allowed by state transportation statutes, open-enrollment legislation & special education requirements. It is expected that students follow safety rules to ensure that all students are transported to and from school safely.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Manuelito Scholar	2003
ü Outstanding Band	2005
ü Athletic Championships- Crosscountry boys	2005
ü 68 Program completers for	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	185	185	71130	99	99	95	672	672	701	50	50	23	20	20	13	29	29	51	1	1	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	77	35465	100	100	96	671	671	702	53	53	21	19	19	13	27	27	53	NA	NA	13
Male	108	108	35648	99	99	94	673	673	701	48	48	24	20	20	12	30	30	50	2	2	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	--	--	25103	--	--	95	--	--	685	--	--	34	--	--	16	--	--	45	--	--	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	184	184	4241	99	99	90	672	672	679	51	51	39	20	20	19	29	29	39	1	1	3
White	NC	NC	36075	NC	NC	95	NC	NC	715	NC	NC	12	NC	NC	9	NC	NC	58	NC	NC	21
Students with Disabilities	23	23	5862	100	100	71	643	643	658	74	74	63	13	13	15	13	13	20	NA	NA	2
Students without Disabilities	162	162	65268	99	99	98	675	675	705	47	47	19	21	21	12	31	31	54	1	1	15
Limited English Proficient Students	46	46	4859	100	100	93	660	660	662	70	70	64	24	24	15	7	7	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	155	155	22957	100	100	93	670	670	685	52	52	34	20	20	17	27	27	44	1	1	5
Non-Economically Disadvantaged	30	30	48173	97	97	96	682	682	709	40	40	17	20	20	11	37	37	55	3	3	18

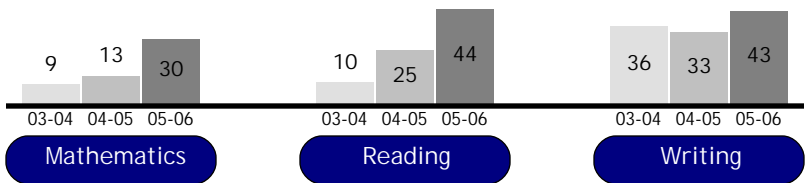
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	178	178	73018	97	97	97	671	671	703	10	10	6	46	46	23	43	43	64	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	72	72	36181	97	97	97	675	675	708	6	6	4	49	49	21	44	44	65	1	1	9
Male	106	106	36816	96	96	96	669	669	699	13	13	7	44	44	24	42	42	62	1	1	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	--	--	25801	--	--	96	--	--	683	--	--	10	--	--	34	--	--	53	--	--	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	177	177	4389	97	97	93	671	671	675	10	10	9	46	46	42	42	42	47	1	1	1
White	NC	NC	37024	NC	NC	97	NC	NC	721	NC	NC	2	NC	NC	12	NC	NC	73	NC	NC	13
Students with Disabilities	24	24	7170	100	100	85	632	632	654	38	38	23	50	50	47	13	13	29	NA	NA	1
Students without Disabilities	154	154	65848	96	96	98	675	675	708	6	6	4	45	45	20	47	47	67	1	1	9
Limited English Proficient Students	45	45	5099	98	98	95	651	651	641	13	13	29	71	71	59	16	16	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	151	151	23912	97	97	94	670	670	681	11	11	10	46	46	36	42	42	52	1	1	2
Non-Economically Disadvantaged	27	27	49106	96	96	98	679	679	714	7	7	4	44	44	16	48	48	69	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	179	179	72810	97	97	96	663	663	685	11	11	6	46	46	30	41	41	58	2	2	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	71	36111	96	96	97	686	686	695	4	4	4	34	34	23	61	61	65	1	1	8
Male	108	108	36678	98	98	95	647	647	674	15	15	9	55	55	36	29	29	52	2	2	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	--	--	25735	--	--	96	--	--	669	--	--	10	--	--	41	--	--	48	--	--	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	178	178	4370	97	97	92	662	662	670	11	11	9	47	47	39	41	41	50	2	2	2
White	NC	NC	36915	NC	NC	97	NC	NC	697	NC	NC	3	NC	NC	21	NC	NC	67	NC	NC	8
Students with Disabilities	24	24	7071	100	100	84	606	606	634	29	29	24	46	46	53	21	21	21	4	4	1
Students without Disabilities	155	155	65739	96	96	98	669	669	689	8	8	4	46	46	27	45	45	62	1	1	6
Limited English Proficient Students	44	44	5046	96	96	94	636	636	621	18	18	31	61	61	56	18	18	12	2	2	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	152	152	23814	97	97	94	661	661	667	10	10	10	52	52	41	37	37	47	1	1	2
Non-Economically Disadvantaged	27	27	48996	96	96	97	676	676	693	15	15	4	15	15	24	67	67	64	4	4	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	90	14	NA	42	96	35	35	51	94	30	30	52
	Language	94	20	20	42	96	36	36	50	94	32	32	50
	Mathematics	92	33	33	63	95	29	29	50	94	28	28	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 0 Non-certified Employee(s)
 9 Teacher(s)
 2 Parent(s)
 0 Community Member(s)
 2 Student(s)

Council Duties

Ü Core Academics
 Ü Curriculum Alignment
 Ü Professional Staff Development
 Ü Student Academic Achievement
 Ü School Safety
 Ü Parental Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	49.00
Other Professional Staff	7.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	2	0	0
4 to 6 years	7	2	1	0
7 to 9 years	5	4	1	0
10 or more years	8	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	102
Teachers with Emergency Certification.	10
Percent of teachers in the school with Emergency/Provisional Certification	25%
Percent of core classes not taught by Highly Qualified Teachers	14%

Resources Available at School Site

Special Facilities

Ü 4 Computer Labs for Regular and CTE
 Ü Dance Room
 Ü Sports Pavilion with 6,000 seats
 Ü Library

Extracurricular Activities

Ü National Honor Society
 Ü Future Business Leaders of America
 Ü Math Engineering Science Achievement
 Ü Future Farmers of America
 Ü Student Council
 Ü Health Occupational Student of America
 Ü Skills USA
 Ü FCCLA Family Career & Community Leaders

Social Services

Ü Afterschool Tutoring
 Ü Counseling Services
 Ü Health Assistant
 Ü Home School liaison
 Ü Parenting Classes
 Ü Daycare Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The Class 2006 - 89 passed all three AIMS tests for graduation in reading, writing and math.

- ü 1. Ganado High School met Adequate Yearly Progress (AYP) for 2006.

- ü Graduation rate for 2006 was 84% with 187 graduating seniors. Number of early graduates was 24 who graduated in December 2005.

- ü Chief Manuelito scholarship recipients were 6 in 2003.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	90	95	94	95
Promotion Rate ⁵	66	89	88	73
Graduation Rate ⁶	88	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Ganado enforces a closed campus policy. Security personnel is located at the gate and several security officers are on school site. The district has an intervention specialist to intervene with students in the area of conflict resolution and substance abuse. In addition four counselors are assigned to each grade level to help. School board policy is followed and students are suspended for a long term for major violations such as weapons, drugs, fighting, vandalism and awol from school campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

78

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Emily Arviso	(928) 755-1402
Transportation Policy	Bertha Quintana	(928) 755-1205
Community Resources	Jonas Hubbard	(928) 755-1400
School Nutrition Programs	Anna Clairmont	(928) 755-1232
Parent Organization	Evelyn Begay	(928) 755-1112
Student Health/Nurse	Georgia Kirk	(928) 755-1400

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 785 Copies = \$229.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.